

Area Annual Report

Year: 2020-21

DSPL Area: 9

Our Starting Point

Key issues/priorities in our area we planned for:

Behaviour and SEMH	<ul style="list-style-type: none"> • Triage Service to continue to provide support, signposting and advocacy • EYs SEMH Project: • Continued signposting to PBP • Covid-19 Response Package • Part funding of Herts Steps training • Continued network meeting for settings engaging with Attachment Awareness Schools Project (AASP).
Specialist Provision	<ul style="list-style-type: none"> • SEND Support Line hosted by Colnbrook Outreach Team (on hold until Spring 2021)
Targeted SEND services	<ul style="list-style-type: none"> • DSPL9 SEND lead support for schools • Monthly local high needs funding panels • Termly SENCo Forums (separate meeting for EYs) • Support for new to role SENCos • Programme of CPD for professionals and parents (linked to termly local needs assessment) • Establish SEND Review Group (to replace Autism Review Group)
SLCN including ASD	<ul style="list-style-type: none"> • Continued promotion of AET training across all aspects including EYs. • Relaunch of SLCN Outreach Service: <ul style="list-style-type: none"> ○ Tier 2: <ul style="list-style-type: none"> ▪ Top tips for Primary and Secondary settings ▪ SLCN Toolkit: Spring 2021 ▪ Wordaware training ○ Tier 3 <ul style="list-style-type: none"> ▪ Contact Line: October 2020 ▪ Bespoke support (via tier 3 referral)

Early Years	<ul style="list-style-type: none"> • EYs SEMH Project • Wellcomm Project • Makaton Training
Post 16	<ul style="list-style-type: none"> • Triage to continue to develop links with Springboard (NHC) • DSPL 9 to identify links with post 16 provision • Seek views of CYP and parents to develop stronger support links.

What We Did:

The actions we took/what we delivered:

Behaviour and SEMH

- The DSPL 9 Triage service continued to support a wide range of schools, settings, parents and carers through signposting, caseload, and workshops for professionals, CYP and parents. Following the development of a task and finish group at the end of the previous academic year, the Triage Lead, along with her team, worked hard to develop a tiered approach and flowchart along with a new admin system to enable all to have a better understanding of the service, how it works, what support is available and how to access the service. The Specialist Transition worker has carried out virtual transition support for families, children and schools. She has built a good relationship with the non-selective Secondary schools and feeder Primary's and has remained in contact with families and settings throughout the summer term. It has provided support through the following:
 - Parent coffee mornings: monthly
 - Delivery of a range of training session for professionals including attachment awareness lightbite, staff wellbeing, back to basics: mental health awareness, ACES awareness and working with families with Mental Health Issues.
 - Delivery of a range of workshops and sessions for parents and carers including my teen brain, transition workshops, looking after us and understanding others- developing social skills for life.
 - Delivery of a range of workshops for students including a bereavement group and social skills groups
 - The commissioning of Families In Focus to deliver a range of workshop and training opportunities for parents and carers.
 - Providing a service that finds positive solutions to multi-complex needs. The Team will consider service requests to support families, children or young people with multi-complex/agency needs that require intensive involvement. The team will initially apply a triage technique to identify services or organisations that will meet the need. In cases where this cannot be accomplished Triage will endeavour to design and apply an appropriate solution.
- The EYs SEMH project was relaunched in September 2020 due to it being put on hold as a result of the pandemic and national lockdowns. At this point the project was extended out to more settings resulting in a total of approx. 30 setting having access to all elements of the new pathway provided by KCA. Training and networking continued throughout the academic year to enable settings to reengage with the project and access all elements of the training:
 - 05.11.20: EY SEMH Refresher tutorial
 - 10.12.20: An introduction to Emotion Coaching: Nurturing children to manage their emotions
 - 22.02.21: Emotion Coaching in practice: Reflections and next steps
 - 21.04.21: Attachment, Trauma and Resilience in practice: Reflections on application of the knowledge base and next steps
- DSPL 9 continued to provide a subsidy for local schools to support them in accessing the Herts Steps mainstream tutors 3 day training and refresher training.
- As a result of the pandemic, DSPL 9 engaged with KCA to further develop the Attachment Awareness Schools project and launch a new pathway enabling all DSPL 9 schools to develop their Covid-19 response, build resilience school communities and consider staff wellbeing. The project enabled all settings to

develop their understanding of attachment, trauma and resilience as well as consider secondary trauma and the impact the pandemic has had on education staff. 28 settings across DSPL 9 accessed the project and attended the webinars below:

- Webinar 1: Attachment, trauma and resilience: An introduction
 - Webinar 2: Community resilience: Five to Thrive and secondary trauma
 - Web tutorial: Attachment-aware and trauma-informed practice in your setting: Developing an action plan.
- Due to the multiple national lockdowns and continued disruption to this academic year, the covid-19 response package was unable to be initiated. Despite this DSPL 9 continued to support the local area through other virtual forms and sharing of relevant document linked to Covid via email, the DSPL 9 website and social media. The budget allocation for this area will roll over into the next academic year as this will continue to be an area that to support.

Targeted SEND Services

- SENCo Forum took place termly during the academic year to provide local SENCos with DSPL 9 updates along with opportunities to hear from a range of services regarding service delivery, referral processes etc. Following feedback from settings the forums were divided into EYs and school sessions and the table below shows attendance for each session.

	Autumn	Spring	Summer
EY's	25	22	11
Primary	35	37	26
Secondary	6	5	4
Total	66	64	41

- In addition to the SENCo forums and to continue to support local SENCos during the pandemic and national lockdowns, DSPL 9 provided regular coffee mornings. These sessions had no agenda to them and therefore formed an opportunity for SENCos to meet virtually, discuss the current situations, share good practice and have a chance to meet with like-minded colleagues at a time when networking opportunities were few and far between.

	EYs	Primary	Secondary
January	-	10	3
February	3	13	2
March	3	7	3
April	5	8	2
June	8	10	2

- In response to SENCo feedback and to meet needs at a local level the following training has been offered to local settings:

	Total in attendance	Breakdown of attendance		
		EY settings	Primary settings	Secondary settings
ADHD Workshops	31	1	27	3
Protective Behaviours	8	0	8	0
Provision Mapping	14	N/A	13	1
Tribunal Q&A	20	0	16	4
NHC Springboard Event	10	N/A	0	10
Mythbusting session with Dr Thakur	37	0	31	6
Attachment vs ASD	29	0	27	2
EHCP Q&A (with DSPL 6)	56	13	35	8

- Funding allocated to SpLD within the underspend was used to provide two projects supporting primary and secondary settings.
 - A Numicon project was launched in February 2020 which provided 15 primary school with the 2 training sessions (delivered by a facilitator) and the resources to implement the Numicon: Breaking barriers intervention within their settings. Network meetings were also provided to enable to enable peer to peer support to take place and to allow DSPL 9 to monitor the uptake and impact of the project. Due to further lockdowns during the academic year, the project was unable to launch in its entirety leading to impact being limited. Additional network meetings will take place in the next academic year to continue to monitor the implementation and impact of the project.
 - A TRT (That Reading Thing) was launched in March 2020 with 12 secondary settings. Each setting received virtual training (delivered by Tricia Miller, founder of TRT) and a full resource pack to enable them to deliver the intervention within their setting. Network meetings were also provided to enable to enable peer to peer support to take place and to allow DSPL 9 to monitor the uptake and impact of the project. Due to further lockdowns during the academic year, the project was unable to launch in its entirety leading to impact being limited. Additional network meetings will take place in the next academic year to continue to monitor the implementation and impact of the project.
- The SEND Review Group was established and replaced the Autism Review Group with termly meeting taking across the academic year. As a result of the group meeting a DSPL 9 SENCo guide has been created and shared with all local SENCos, ADHD pathway information has been shared and training sessions have been delivered to meet local need.

SLCN (including ASD)

- The DSPL 9 Manager and SEND Lead has continued to promote the AET training opportunities and has delivered 9 'Making sense of Autism' whole school training sessions over the course of the year.
- The DSPL 9 SLCN Outreach service has adapted to meet local need and continue to provide local speech and language support through a tiered model:
 - All primary and secondary settings received a copy of the age relevant Top Tips document to assist class teachers and TA's in supporting children with SLCN within their setting.
 - A weekly contact line enabled school staff to contact the SLCN Outreach Lead for support, strategies and resources on an unnamed child basis.
 - Bespoke training was offered but due to lockdowns and limited external professional access to settings was difficult to complete.
- The SLCA Team provided Girls and Autism virtual training to separate primary and secondary audiences. The primary training was attended by 22 colleagues whilst the secondary session had 9 attendees.
- DSPL 9 continued to hold termly Autism Leads meeting. These meetings provided up to date information around resources and guidance specific to ASD and on many occasion a member of the SCLA team provided additional training, these included 'non-verbal communication and selective mutism' and 'Autism and anxiety.' Attendance remains high with positive feedback.

	Autumn	Spring	Summer
Primary	28	28	28
Secondary	6	4	7
Total	34	32	35

Early Years

- The DSPL 9 Wellcomm project was originally launched in October 2019 with 16 settings. Each setting attended 2 training sessions delivered by a speech and language therapist to enable them to understand the two aspects of the wellcomm intervention, screening and implementation. Two colleagues from each setting accessed the training (SENCo and TA) and received the Wellcomm Early Years: The complete speech and language toolkit. Unfortunately in March 2020 when the nation went into lockdown and schools across the country were closed to all children except vulnerable children and children of key workers. As a result of this many settings were unable to continue with the Wellcomm intervention and the project was put on hold for the remainder of

the academic year. In July 2020 communication was sent out to the 16 settings to explain how the project would relaunch in the following academic year and at this point it was decided that any settings accessing and using the wellcomm toolkit across DSPL 9 could join the project. In November 2020 a relaunch meeting took place in which 17 settings attended. Once again the settings were encouraged to screen their children and group accordingly in order for the interventions to take place over the next two terms. Check in, network and data meetings were set for the rest of the academic year to enable settings to feel supported and to enable DSPL 9 to monitor the impact of the project. As the rest of the academic year progressed education continued to be affected by the pandemic with additional lockdowns, bursting of bubbles, staff absences and capacity issues. As a result of this, settings were encouraged to continue to provide the wellcomm interventions to the best of their ability. Subsequent virtual network meetings took place during this academic year and it quickly became evident that settings were using the wellcomm resources in a variety of creative ways to ensure children were still accessing the support that they needed. These included:

- Sending wellcomm activities home for parents to do with their children.
 - Providing small group virtual wellcomm sessions.
 - Pre-recording and sending home wellcomm session.
 - Wellcomm activities being shared on weekly newsletters
- Following feedback from local EYs SENCOs, Makaton training was delivered on 2 separate occasions over the course of this academic year due to the demand from Early Years settings. The training took place on line, however the feedback remained positive and as a result of the feedback, additional bespoke training was offered to all who had attended one of the additional training sessions.

What Difference We Made as a result of our work:

What has been achieved:

Triage Service

Caseload figures for Sept 2020 to July 2021: 181

The Triage team has continued to manage a number of complex cases that have presented during lockdown mainly due to a lack of face to face meetings and consultations with health services. They have continued to ensure that relationships are maintained with all partner services and organisations and cooperative working practices have been sustained and strengthened.

During these interesting and challenging times the team has found creative ways of working to ensure that vulnerable families and young people continue to receive appropriate input, support and attention, this has included:

- WhatsApp
- Face time,
- Zoom,
- garden visits and socially distanced meetings in parks/ the community, following Government advice and guidelines at all times.

Triage has been successful in supporting clients to access services both as an outpatient and inpatient, ensuring ongoing recovery and support for multi complex needs.

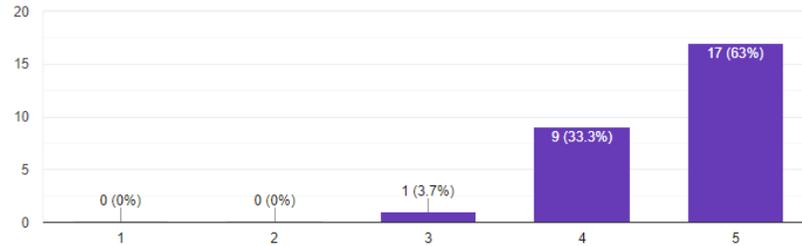
What impact this has had in:

How we know:

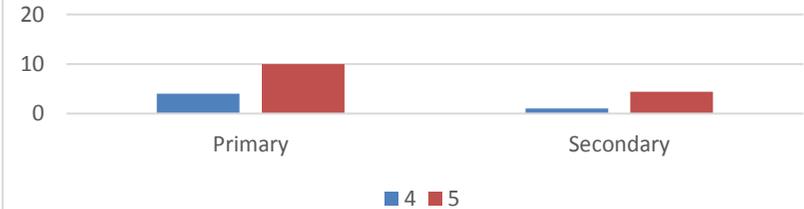
Triage Service feedback from the end of term 2021 professionals survey:

How would you grade the support you have received from the Triage Service?

27 responses



Breakdown of settings scoring DSPL9 Triage Service



Triage Service: Please provide any feedback or comments regarding the support you have received from the Triage service over the last academic year:

22 Responses including:

‘Jan was very helpful over the phone and provided both advice and support for a specific case. Very approachable and understanding.’

‘A 'go to' group - excellent for complex cases and a sounding board.’

‘Quick response needed for a crisis situation-enabled other services to become involved. Transition work is already having an impact on children and parents anxiety reducing.’

‘Crisis support has always been highly effective. Individualised transition support has been well received by parents and children. Immediate feedback with clear constructive advice’

‘Support has been provided promptly. There has been a good discussion of the issues and excellent signposting to relevant resources/support and valuable guidance offered.’

‘Advice has been prompt, precise, well informed, backed up with examples, supportive and communicated kindly. Jan has been so approachable and knowledgeable. Thank you!’

EY SEMH Project

	Session 1: 26.02.20 Attachment and Brain Development: Supporting social, emotional and mental health	Session2: 5/11/20 Attachment aware and trauma informed practice: A reflective recap session	Session 3: 10/12/20 An Introduction to Emotion Coaching: Nurturing children to manage their emotions	Session 4: 22/02/21 Emotion Coaching in Practice: Reflections and next steps
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No of attendees:	28	27	30	14
How fully were the learning objectives met?	Fully: 82% Mostly: 18%	Fully: 88% Mostly: 13%	Fully: 89% Mostly: 11%	Fully: 100%
Please select the words which best describe the course content	Useful Interesting Inspiring	Useful Empowering Motivating	Useful Relevant Motivating	Useful Interesting Relevant
Please add any of your own descriptors	<ul style="list-style-type: none"> A very informative course. Essential for all who are around children. informative 	N/A	<ul style="list-style-type: none"> impactful Interesting and enthusing. 	<ul style="list-style-type: none"> Fabulous
Would you recommend this course to others?	Yes: 100%	Yes: 100%	Yes: 100%	Yes: 100%
Any additional comments about the content of this training	<ul style="list-style-type: none"> Found it very informative Really enjoyed it but found was a little overwhelmed at first trying to adsorb all the information however Julia was so lovely and reassured me as I was overthinking about delivering content to my colleagues! I'm glad I was able to attend. It has helped me to be more empathetic and sensitive to others. I feel the course will help me further with my work position 	<ul style="list-style-type: none"> Thank you very much 	<ul style="list-style-type: none"> I found it very exciting to learn about how to deal with the situations covered in the course. I would look forward to gaining more training within this topic. Very inspiring and thought provoking - ready to incorporate into everyday practice very useful and inspiring 	<ul style="list-style-type: none"> I really enjoyed how Susan presented all the information very down to earth and understandable and I could relate to.
Will what you learned in this course be useful in your work?	Yes, very: 55% Yes, reasonably: 45%	Yes, very: 63% Yes, reasonably: 38%	Yes, very: 78% Yes, reasonably: 22%	Yes, very: 67% Yes, reasonably: 33%
If yes, can you give an example of how you will use this learning in your practice?	<ul style="list-style-type: none"> Re observing behaviour of certain children and looking for ways to help them. To make a Self-Registration emotion board to talk about How do you feel today. To talk about emotions by using a range of emotional language within the nursery setting. Train other staff I spend more time on listening to the children and make a conscious effort in greeting them in the morning. I am a SENco any further information is always helpful supporting psed 	<ul style="list-style-type: none"> Reminding settings about the importance of five to thrive Will be communicating with the rest of the team and be the lead person In my setting we are very good at meeting children needs, communicating and working in partnership with parents and carers. From this week at each weekly staff meeting I would like to introduce member of staff if they would like to say on thing positive to another member of staff by drawing in her hat a name. INTERACTIONS WITH CHILDREN 	<ul style="list-style-type: none"> I will share the approach with my staff to use with children in need Supporting identified pupil I used the information from this course to support a family the next day. Their child is suffering huge anxieties and has developed a nervous tic. One situation that I could use this practically is, with a child in my class who cries frequently. I will be able to apply what I have learnt by using De- Escalation, to calm her down. To talk to the rest of the setting about how children can manage their emotions, process them and to deal with them. 	<ul style="list-style-type: none"> To relay what Emotional Coaching is back to my work colleagues, and to implement Emotional Coaching into the nursery setting. Dealing with many different personalities in our little ones.

			<ul style="list-style-type: none"> we have many children in need of nurture, we will apply what learned today 	
Did your learning in this course help you identify further training needs?	Yes: 55% No: 45%	Yes: 75% No: 25%	Yes: 33% No: 67%	Yes: 33% No: 67%
If yes, what are they?	<ul style="list-style-type: none"> Looking at attachment and how children are and how they progress during the session who they attach their chord to! Steps More training of the same subject. Looking forward to part 2. 	<ul style="list-style-type: none"> Emotion coaching ACES reflective practice for the rest of the team 	<ul style="list-style-type: none"> More scenario based situations and actually identifying and differentiating children's behavioural patterns Maybe a refresher course in 2 years 	N/A
What next steps are you thinking about exploring with regards to further embedding emotion coaching into your practice?				<ul style="list-style-type: none"> a session with my colleagues to explain an introduction to emotion coaching To talk about Emotional Coaching with work colleagues. To support children to regulate and co-regulate their emotions. Talk about different emotions

- The final session took place on 21/04/21 and was a networking and sharing opportunity to enable settings participating in the project to consider how they have implemented their knowledge this year and how this will continue into the next academic year. All who attended agreed, that following another disruptive year the settings still needed time to embed the emotion coaching and knowledge of attachment/trauma across staff.
- It was decided that a follow up network meeting would take place in the spring term 2022 to allow time for settings to develop these approaches to SEMH support and then come back to share their experiences and impact on children. This date has now been set as Tuesday 25th January 1-2pm.
- DSPL 9 will create and distribute a google form in spring 2022 to gather impact of this project following more time for settings to explore and embed the strategies and knowledge acquired.

Herts Steps Subsidy

Over the course of this academic year 20 settings have received the subsidy provided by DSPL 9 totalling at £4,287. This will be the last year a subsidy is provided by DSPL 9 due to the conclusion of the 3 year underspend.

DSPL 9/KCA: Attachment Awareness New Pathway 2020-21

The information below has been taken from the KCA Review, Hertfordshire DSPL9: Attachment aware and Trauma informed practice (Feb - April 2021) and highlights the impact of the project across both webinars and the impact on participant's confidence and understanding.

Attendance for each of the events:

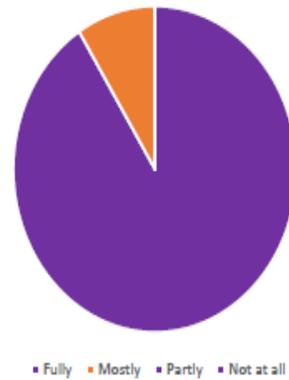
Staff team	Attendance figures	% of participants who completed evaluation feedback
Webinar 1	52	42%

Webinar 2	50	34%
Web-tutorials	34	44%

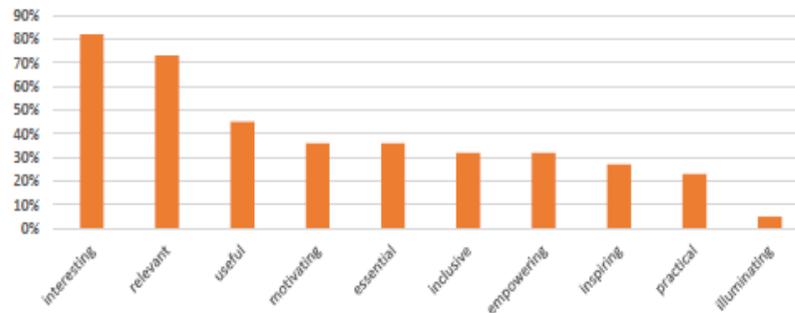
Webinar 1 – Attachment, Trauma & Resilience

- 100% of participants would recommend the session to others.
- 100% of participants said that the learning objectives were either 'mostly' or 'fully' met by the webinar
- 100% of participants said they had all the necessary information prior to the event.
- 100% of participants said the event ran smoothly (73% stated 'yes, very' and 27% stated 'yes, reasonably')
- 95% of participants reported that what they learned in this webinar will be useful in their work (77% stated 'yes, very', 18% stated 'yes, reasonably')

How fully were the learning objectives met by the webinar?



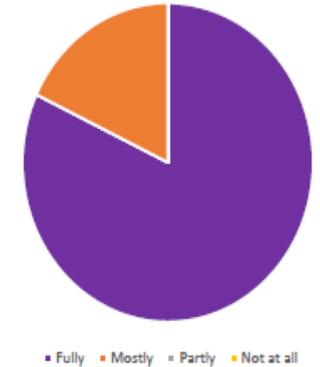
Top 10 words selected by participants to describe webinar 1 content



Webinar 2 – Five to Thrive and Secondary Trauma

- 100% of participants would recommend the session to others.
- 100% of participants said that the learning objectives were either 'mostly' or 'fully' met by the webinar
- 100% of participants said they had all the necessary information prior to the event.
- 100% of participants said the event ran smoothly (94% stated 'yes, very' and 6% stated 'yes, reasonably')
- 100% of participants reported that what they learned in this webinar will be useful in their work (76% stated 'yes, very', 24% stated 'yes, reasonably')

How fully were the learning objectives met by the webinar?



Top 10 words selected by participants to describe webinar 2 content

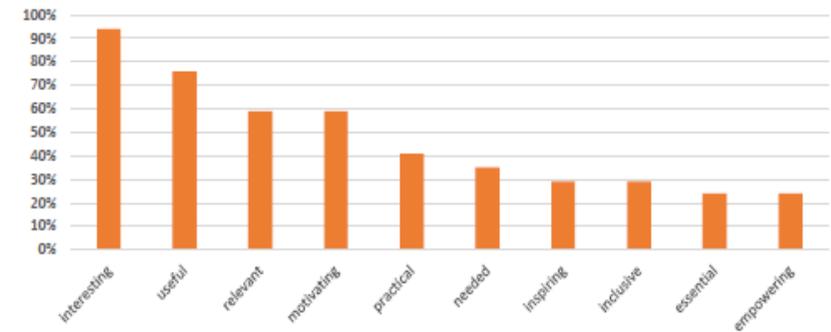
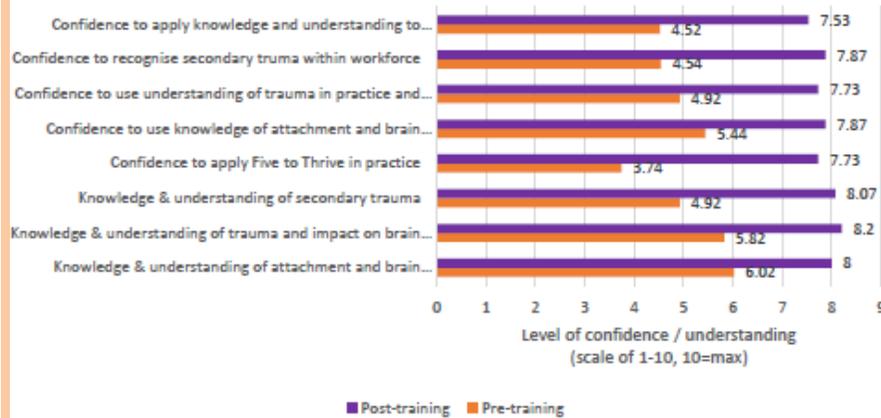


Chart to show the impact of training on participant confidence and understanding



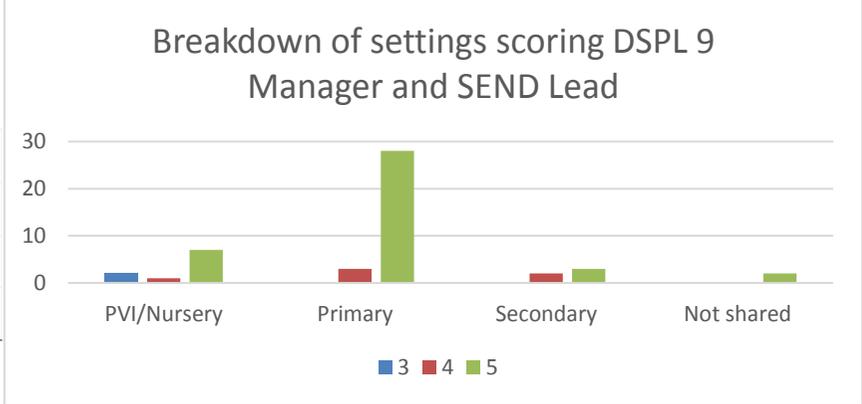
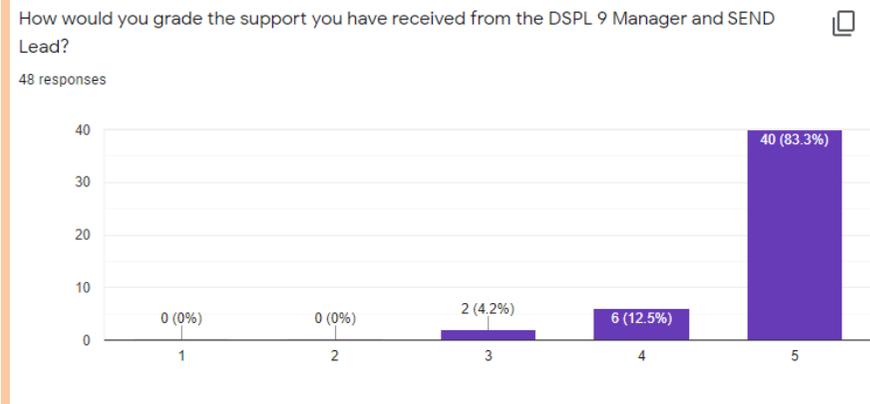
Evaluation of Impact

- 28% of participants reported to have previously attended training delivered by KCA
- 32% of participants were familiar with KCA's Five to Thrive model prior to training
- 13% of participants reported that the training had a positive impact on the attendance of CYP (73% reported 'Not sure' and 13% reported 'No')
- 13% of participants reported there to be a reduction in the number of fixed term exclusions since the beginning of this training journey (33% reported 'Not sure' and 53% reported 'No')
- 100% of participants stated that what they learned in this learning journey will be useful in their work (73% said 'yes, very' and 27% said 'yes, reasonably')
- 93% would recommend this learning journey to others

Following the final web tutorial that took place in April, participants requested that a network meeting take place in the autumn term 2021 to further discuss the impact of this project, share good practice and provide peer to peer support. This has been scheduled to take place on Wednesday 1st December 2021.

SENCo engagement and support

DSPL 9 Manager and SEND Lead Feedback



DSPL 9 Manager and SEND Lead: Please provide any feedback or comments regarding the support you have received from the DSPL 9 Manager and SEND Lead over the last academic year:

39 responses including:

'Has been very supportive to area . Really pro active in organising and ensuring support networks are effective, useful and have helped through pandemic and on return to school.'

'Gemma is highly professional, quick to respond and always ready to help and investigate for schools. Her communication is strong and she is able to sign post training, strategies and support very well. Without her support in the past year we would have been in a very different situation. Thank you Gemma as your communication has bridged the gap that is felt by the lack of communication at Herts SEND team.'

'A wide range of training, Q&A sessions and networking sessions have been offered this year, Gemma is always on hand to answer questions or point you in the right direction or further support. She is incredible helpful and a real asset to our team.'

'Always quick to respond to any support needed. She is very knowledgeable about all areas. Is always able provide signposting to services. The SENCO hand book that was produced this year has already been very useful.'

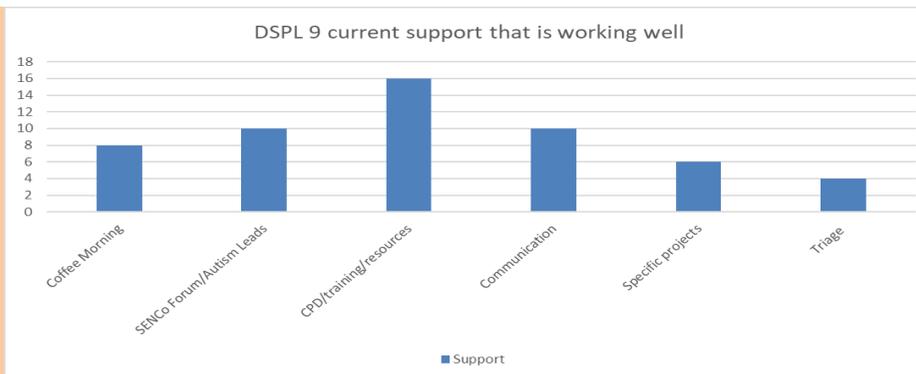
'I have found contact with the DSPL 9 Manager and SEND Lead a tremendous help. I have been able to email on a whole range of questions and have received a prompt and detailed response which has answered the questions raised. I have found the training opportunities really useful and the opportunities to meet (virtually) with colleagues has been reassuring during a very challenging time. It has been really valuable that the links between SENCOs has been maintained since it is such a specific role in schools.'

'I have had lots of questions as a new SENCO and have felt very supported.'

'Gemma has organised many meeting over the year, which have been informative and great for keeping in touch (particularly over lockdown) and she is always available to ask a question is needed.'

'Always gets back to you incredibly quickly, always offering support and answers to questions. Arranges meetings / gives you a call regularly to offer support. Keeps us up to date with training that is available. Incredibly helpful, would be lost without her.'

Looking at the support currently available from DSPL 9, what is working well and has been helpful?



39 responses including:

'The coffee morning have been so useful and just being able to have an informal chat works well.'

'Wide variety of opportunities. Gemma's knowledge and expertise and willingness to help and support.'

'Having someone to ask for advice, training opportunities and regular update meetings.'

'A wide range of useful training, links, webinars etc. which have helped to support us through a very different few years.'

'Access to the service and support given to parents as a result.'

'Triage and options available if needed.'

'SENCo meetings and the opportunities for funded training. Autism Leads meetings have continued to be very valuable as an opportunity to learn from others. I think these things have kept me connected and have informed me on issues that I am not sure I would have been aware of otherwise. Virtual meetings have had the advantage of less time being taken out of the school day with travelling etc Regular emails with reminders have been helpful.'

'The SENCo forums have been extremely useful for keeping up to date with changes etc and finding out where to find the correct trainings and support.'

'Makaton training; Girls and Autism; Anxiety in Autism - these topics have proved extremely useful across our school.'

"Numicon project has been great. We now want to continue and work with more year groups.'

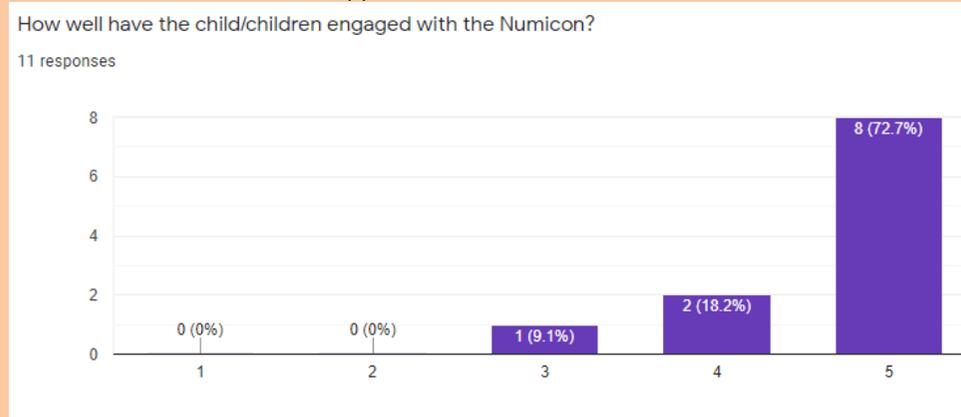
'It is a one stop for all SENCos - it has been invaluable being able to contact Gemma when unsure of how/where to go for support.'

Numicon: Breaking Barriers Project (Primary settings)

Despite the pandemic the evidence above highlights the impact that this project has had on the settings who have participated. Those settings who have implemented the intervention on a mostly regular basis have begun to see an impact in the children's acquisition of basic numbers skills (e.g. odd and even), an

increase in confidence and enjoyment and enthusiasm in learning and developing their maths ability. There remains a high level of enthusiasm for the intervention and the use of numicon across the school and this will continue to be monitored at the termly network meetings scheduled to take place in the next academic year.

Feedback from the survey and conversations during the network meetings have also highlighted the impact the project has had in identifying the need for numicon as a high quality maths resource across all age groups. Many settings as a result of the training are developing the use of numicon across the school and investing in more numicon resources to ensure it is embedded to support all children.



Can you provide an example of an activity that has worked particularly well with a child/children?

11 responses including:

The feely bag worked particularly well in terms of identifying odd and even shapes and numbers.

Feely bag - What is the number? Number bonds up to and including 10.

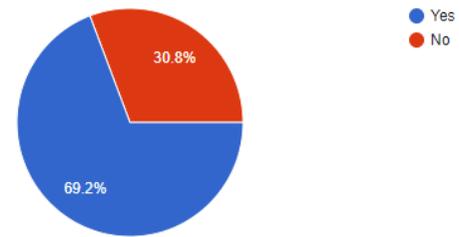
My children always struggled to understand odd and even numbers. Since using numicon and introducing 'chimneys' for odd numbers, the children are able to spot patterns. It has also helped with doubling numbers and remembering that two chimneys (odd numbers) turn into a tower (even numbers).

Using balance to show them that numbers match.

Using subtraction covers for take-away sums.

Have you been able to see impact and progress through the use of Numicon this term?

13 responses



If no, can you explain why this has not happened?

4 responses:

Due to staffing difficulties we have not been able to start intervention

*Due to the fact that sessions have been limited this term, it's difficult to identify any progress that has been made.
Have not been able to start this yet.*

Limited time to deliver intervention regularly.

Please provide an example of the impact you have observed:

9 responses including:

Pupil has learned and retained the concept of odd and even and can apply to any number; pupil now understands that the quantity doesn't change if the arrangement of items on the table is changed.

Gaining more confidence in their own abilities, especially in a smaller setting. They find it fun maths and continually ask "Are we doing Numicon today?"

Confidence building due to small successes during intervention time.

A child who did not know what odd and even meant can now group odd and even numbers up to 10.

Placing the smaller numicons on the larger ones really helped with take away sums.

How will the Numicon intervention be used in your setting during the next academic year?

14 responses



Any additional feedback following the training and summer term implementation?

7 responses including:

The training was great and the resources are just what our school needs to help our students. At the moment with staffing being stretched we haven't utilized the training as much as we would like to. Going forward we intend to spread the knowledge with more TA's and allow them to run interventions more efficiently.

We intend to implant this intervention across key stage one and year three. We have already identified children who would benefit and are in the process of timetabling staffing and interventions for September.

A fantastic intervention that is easy to apply. Would be great to have a foundation video with the principles of the program explained that staff could watch in advance or as part of training to underpin further roll out in school and consistency in application and understanding.

Whilst there have been difficulties with staffing and running the intervention, the profile of Numicon in the school has been raised. Ideas and activities from the Breaking Barriers book have been used in some classes to support children with new concepts and provide consolidation activities.

TRT Project (Secondary settings)

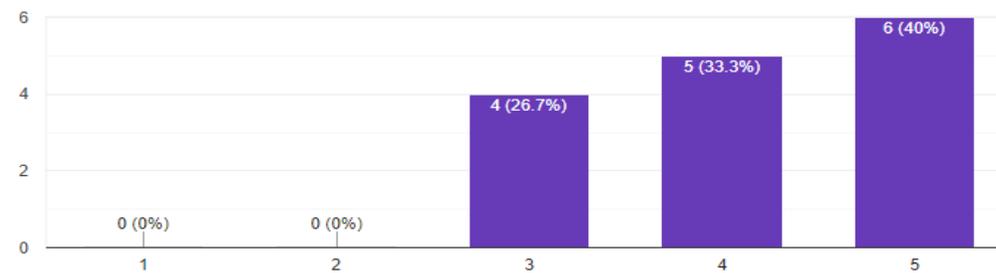
Despite the pandemic the evidence above highlights the impact that this project has had on the settings who have participated and the young people who have had an opportunity to access the intervention during the summer term. It is positive to see that impact has been observed in a short time and CYP are eager to continue with this in the next academic year.

Feedback around the delivery of the training has been taken on board and had we not been in the current pandemic, would have been delivered face to face, avoiding the issues that have arisen. Despite these issues feedback around the actual intervention have been positive with the majority of settings eager to extend and develop the intervention in the next academic year.

Tricia Millar will continue to attend future networking events to enable questions in relation to the content and resources to be discussed and questions answered. As a DSPL, it will be beneficial to continue to support settings in the development of TRT within their settings and observe the impact that this intervention can have on the CYP when it has been accessed for a sustained period of time.

How well have the pupils engaged with the TRT resources and intervention?

15 responses



Can you provide an example of an activity that has worked particularly well with a pupil?

11 responses including:

'Breaking down into syllables.'

'Real Reading'

'Puzzle pieces with the split vowels'

'Building longer words with puzzles and using the spelling board for spelling.'

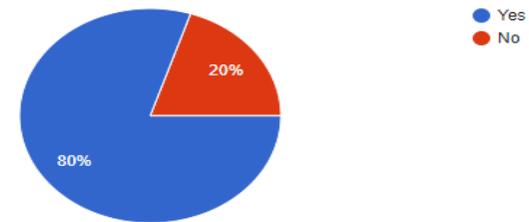
'The early levels see very quick gains. Then gets quite repetitive.'

'Pupils reading level improved drastically.'

'Early sessions were good to break down words and the confidence given.'

Have you been able to see impact and progress through the use of TRT this term?

15 responses



If no, can you explain why this has not happened?

2 responses:

'We haven't been able to provide TRT on a regular basis due to other work being done with the student. Therefore, I am not sure that what I have taught has made an impact as yet.'

'Covid cases meant a very stop start approach due to isolation. We are hoping that in September we will be able to go through the programme as a whole to see the full impact and benefits.'

Please provide an example of the impact you have observed:

9 responses including:

'He's faster at reading and more confident. If he makes a mistake he now self corrects rather than relies on me.'

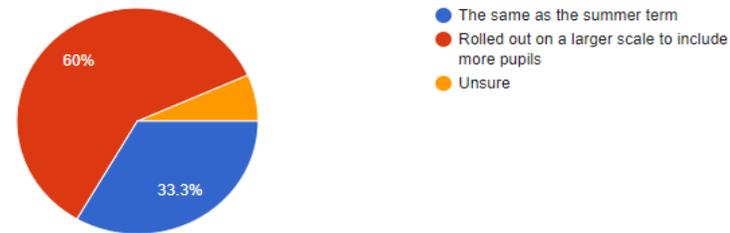
'Much more confident spelling unfamiliar words.'

'The student is more confident when reading and shows more enjoyment.'

'Improved confidence, students asking if the intervention can continue next year.'

How will the TRT intervention be used in your setting during the next academic year?

15 responses



Any additional feedback following the training and summer term implementation?

9 responses including:

'The programme is superb 1:1 .We would like to increase the group number only if pupils are comfortable and on the same learning needs working in pairs.'

'In hindsight, would have been better to send two LSAs rather than the SENCO as ultimately they will be delivering the intervention.'

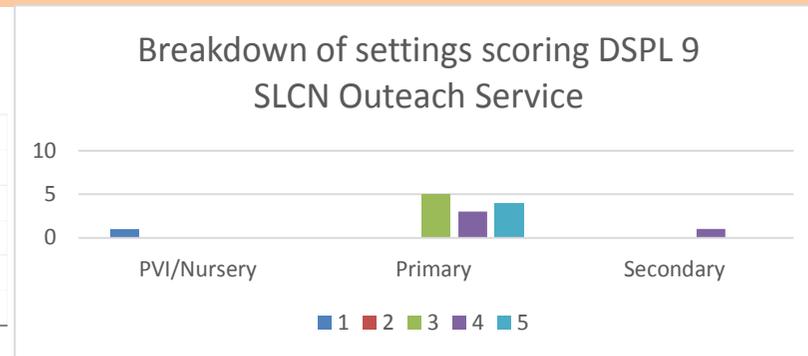
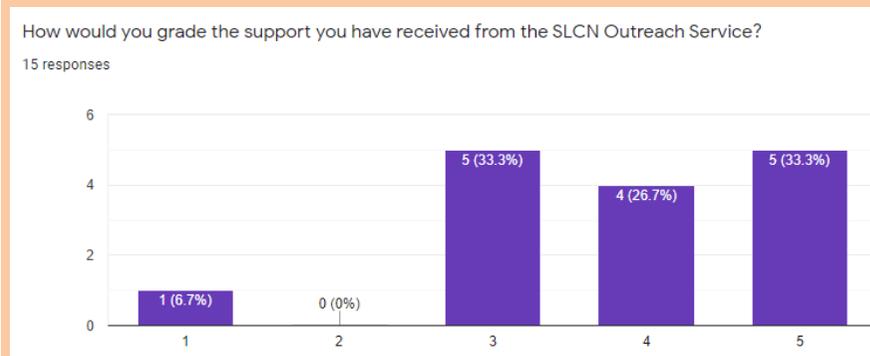
'Great to have a secondary intervention rather than adapting a primary one.'

'The actual intervention itself is great. I look forward to having another go with it next year.'

'Thank you - we are really enjoying using this with the students. The programme of study is very comprehensive and easy to follow.'

'Both of us have found the route through the sheets and the training manual quite confusing. We've had to create our own step by step guide. The programme can seem to 'jump about a bit' but I'm sure with practice it will become easier. The programme is a welcome addition to helping address persistent literacy difficulties with some of our learners.'

DSPL 9 SLCN Outreach



SLCN Outreach Service: Please provide any feedback or comments regarding the support you have received from the SLCN Outreach service over the last academic year:

17 responses including:

'Very helpful over the telephone'

'Katie was extremely helpful and was able to provide some useful information over the phone.'

'Very helpful and supportive.'

'Has had a really positive impact and have used advice with other children in the school.'

'Great knowledge and response shown. Useful strategies.'

Feedback from local SEND colleagues continues to highlight the confusion between the DSPL 9 SLCN Outreach service and the NHS Speech and Language Therapy Services. This will need to be clarified in the future academic year when the new offer is shared.

Girls and Autism Training

Primary settings feedback

Course Aims:		Excellent 1	Good 2	Satisfactory 3	Unsatisfactory 4
•	To increase understanding of autism in girls				
•	To develop helpful strategies and approaches to support girls with autism				
1)	How engaging was the presentation style?	3 (23%)	9 (69%)	1 (8%)	
2)	How knowledgeable was the tutor?	11	2		

		(85%)	(15%)		
3)	To what extent do you feel you have learned practical strategies for developing this provision for children in your setting?	5 (38%)	8 (62%)		
4)	How would you rate the quality of the resources/training materials?	5 (38%)	7 (54%)	1 (8%)	

Secondary settings feedback

Course Aims:					
<ul style="list-style-type: none"> To increase understanding of autism in girls To develop helpful strategies and approaches to support girls with autism 					
		Excellent 1	Good 2	Satisfactory 3	Unsatisfactory 4
5)	How engaging was the presentation style?	1 (17%)	3 (50%)	2 (33%)	
6)	How knowledgeable was the tutor?	2 (33%)	4 (67%)		
7)	To what extent do you feel you have learned practical strategies for developing this provision for children in your setting?	1 (17%)	4 (67%)	1 (17%)	
8)	How would you rate the quality of the resources/training materials?	2 (33%)	2 (33%)	2 (33%)	

DSPL 9 Wellcomm Project

Due to the impact the pandemic has had on the project over the last 16 months it was decided that at the end of this academic year, those settings who had continued to implement the intervention to the best of their ability would provide any evidence of impact that they had. The following data was collected from 8 settings who completed the impact document sent to them in June 2021:

No of children accessing Wellcomm	No. of children screened at the end of the academic year 20-21*
148 (across nursery and reception aged children)	106

*42 children no longer needed access to the intervention as they were at ARE.

	No of children	%
0 levels progress	23	22%
1 levels progress	36	33%
2 levels progress	25	24%
3 or more levels progress	22	21%

What lessons learned from this year to inform next year:

Despite limited data, the table above highlights the impact of the wellcomm project on those children who accessed it despite the pandemic, various lockdowns and staffing issues. In total 83 (78%) of the 106 children screened in the summer term had made at least 1 levels progress through the wellcomm toolkit with only 23 children making no progress.

Additional comments to show impact (feedback gathered from the 8 settings):

- Children who scored below Section 5 took part in small group interventions x2 per week
- Children who scored Sections 6 & 7 took part in focus groups within the class setting during Child Initiated Learning
- Every child participated in whole class teaching of age related sections.
- Incorporated areas of wellcomm in group time with the children and 1:1 interventions.
- Despite the disruption of school closures due to Covid 19, staff have worked hard to continue Wellcomm provision by supporting parents at home with ideas from the 'Big Book of Ideas' or continuing support in school. Early identification of children with weak language skills has enabled staff to intervene and put support in place. The intervention has clearly had a positive impact on pupil's language development.
- Progress was quick once interventions were in place – I started with 15 children after the first assessment, but this reduced to 8 with 7 becoming age related after half a term of weekly intervention. Most children are now age related or just below age related in their speech.

Many of the forums, training and support available from DSPL 9 can be delivered successfully via virtual platforms and often attendance has increased at these events. Moving forward there will be a blended approach to support provided by DSPL 9 to ensure a wider audience can be reached. Many of our regular events will be delivered through a combination of face to face and virtual sessions.

Although there is a high percentage of settings that do access DSPL 9 support, an engagement review has highlighted those settings who have not participated in any DSPL 9 events over this academic year and these will be contacted in the autumn term and encouraged to engage.

Primary:

DSPL 9 has 68 mainstream primary settings. Over the course of the academic year 2020-21 56 (82%) primary settings accessed at least 1 event delivered/facilitated by DSPL 9.

Breakdown of engagement

Event	Number of primary settings attended	% of primary settings attended
SENCo forum	50	73%
Autism Lead Meeting	44	65%
Numicon Project	15	22%
Additional training opportunities	42	62%

Historical data:

Event	2019-20	2020-21
SENCo forum	39 57%	50 73%
Autism Lead Meeting	23 39%	44 65%

Secondary

DSPL 9 has 14 mainstream secondary settings. Over the course of the academic year 2020-21 all 14 (100%) secondary settings have accessed at least 1 event delivered/facilitated by DSPL 9.

Event	Number of secondary settings	5 of secondary attended
SENCo Forum	9	64%
Autism Lead Meeting	8	57%
TRT Project	8	57%
Additional Training opportunities	14	100%

Historical data:

Event	2019-20	2020-21
SENCo forum	9 64%	9 64%
Autism Lead Meeting	5 35%	8 57%

Conclusion:

There has been a clear increase in the number of primary settings engaging in DSPL 9 events from 2019-20 to 2020-21. This equates to 16% increase in attendance at termly SENCo forums and a 26% increase at termly Autism Lead meetings.

Secondary school engagement remains at 64% attendance at the termly SENCo forums and an increase of 22% at Autism Lead meetings.

A higher percentage of primary settings engage with DSPL 9 in comparison to secondary, however the data above shows the increase in secondary participation this academic year.

Next steps:

- DSPL 9/ISL introduction event to take place during the autumn term for all new Head Teachers and SENCos.
- DSPL 9 Manager to contact all primary settings that have not engaged over the last academic year, explain the support that is available and encourage them to attend termly meetings and additional training.
- DSPL 9 Manager to engage with any new DSPL 9 SENCos and share information about services and support available (including providing them with a copy of the 2021-22 DSPL 9 SENCo Handbook)
- DSPL 9 SENCo Handbook 2021-22 to be circulated to all SENCos at the beginning of the new academic year.
- DSPL 9 to continue to share dates and information regarding events and training on a regular basis via email and through the DSPL 9 website.

